

Joint thematic inspection of resettlement services to children by Youth Offending Teams and partner agencies

*A Joint Inspection by:
HM Inspectorate of Probation
Care Quality Commission
Ofsted*

March 2015

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Foreword

Preventing reoffending by working with those who have already committed offences is one of the main ways to reduce the number of future victims. This may seem obvious, but is not easy. Many of the children¹ involved in offending have complex lives which they and their families need help with. It is the role of multi-agency Youth Offending Teams (YOTs) to work with those children to reduce their offending, while still having regard for the need to safeguard and promote the welfare of children. This inspection examined the work of YOTs and their partners in tackling offending by children who go into custody; a group we know are among those most likely to reoffend.

In England and Wales, over two-thirds of children reoffended within 12 months of release from secure institutions². Of the 29 children we tracked from custody into the community, only one-quarter fully complied with their supervision. These are shocking statistics. Shocking because we have known for at least a decade what helps children leaving custody to stop offending; and shocking because too few of these children are being provided with what they need to lead crime-free lives. So, even when we know the solution, and we know providing the solution is for the most part possible within current budgets, why on earth is it not being done?

Work to help children to resettlement does not start early enough. It should begin immediately after the court appearance, with work in custody focused on supporting release and work in the community preparing for the child's return. The YOT partnership is pivotal in ensuring that this happens across both these elements of the sentence. But YOT workers and custodial establishments are all too often suspicious of each other, planning meetings are poorly conducted and current Youth Justice Board guidance does not aid planning for resettlement.

Two of the most important resettlement issues are suitable accommodation and constructive activities, the latter being education, training or employment, depending on their age, and leisure activities. Children who are engaged in constructive activities have less time to offend, and can begin to see themselves differently - as a positive part of the community. Children and their parents/carers should be well prepared for release and all agencies ready to support a constructive release plan. Some children did not know where they would be living until a few days before their release, and because of this, the rest of the provision could not follow. This does not bode well for a successful reduction or cessation of offending.

Strategically, no one person or organisation has overall control to ensure that high quality resettlement happens. The responsibility falls between the Ministry of Justice, the Youth Justice Board, the National Offender Management Service, the Department for Education, individual secure institutions, local authorities, health services and YOTs. There is hope that the Government's resettlement plans within *Transforming Youth Custody* may go some way to move these issues on, but we do not want it to be consigned to the long list of failed attempts to 'fix' resettlement.

By following our recommendations we consider it is possible for the lives of many children who have offended to be turned around. It will need *all* the component parts to work to ensure children get the right support they need to stop offending and that, importantly as a result, there are fewer victims of crime.

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March 2015

1 We use the term children in this report as it relates to those under the age of 18 years old at the time of the inspection
2 Youth Justice Board - *Juvenile proven reoffending data 2013*

Contents

Acknowledgements	3
Foreword	4
Summary of Findings	6
Recommendations	8
1. Legislation research and guidance	12
2. Outcomes	16
3. Facilitators and obstacles to successful resettlement outcomes - operational	21
4. Facilitators and obstacles to successful resettlement outcomes - strategic	33
Appendix 1: Scope and methodology	38
Appendix 2: Findings tables	39
Appendix 3: References	43
Appendix 4: Role of the inspectorate and code of practice	44

Summary of Findings

Context

The inspection took place as the Government had just launched *Transforming Youth Custody*³ which includes plans for the improvement of resettlement work with children. The Youth Justice Board and the National Offender Management Service are tasked with taking these plans forward.

The inspection

This inspection was led by HMI Probation, in collaboration with partner inspectorates, in response to the findings from our mainstream inspection programme of youth offending work which suggested that services to children in custody and on release were not being delivered consistently well enough.

The inspection focused on the journey and experience of the child. Their cases were tracked through the custodial period, their release and the initial phase out into the community. We talked to them and their parents/carers where possible and appropriate, about the things that made it easier for them to settle back into their community successfully and about what got in the way.

We also talked to staff and managers within the Young Offender Institutions, the Secure Training Centres and Youth Offending Teams (YOTs) as well as chairs of the YOT management boards and senior managers from the organisations with oversight of this work throughout England.

Overall findings

The offending outcomes for many of the children whose cases we inspected were poor.

Too many had been rearrested, charged or convicted of new offences within months, or even weeks, of being released. Other outcomes: accommodation, education, training or employment, substance misuse and/or physical or mental health was also poor for too many. Very often, the support to help these children to successfully stop offending and start new, law-abiding lives had not been good enough. Many of the children in our inspection were vulnerable to harm, either through their offending or from others. They led complicated and chaotic lives, often in very difficult circumstances.

Much hard work was carried out in the custodial institutions but it was not linked to giving children the best chance to stop offending and make a new life.

It did not meet the individual, and often complex, needs of the child frequently enough; it was restricted to what was routinely available within the institution, the provision of education and behaviour management.

Key staff did not fully understand each other's roles, did not always value each other's input and did not always work together.

Information sharing was inconsistent both within and between organisations. Sentence planning was not integrated across all internal services, did not always take account of previous assessments or individual need and was not genuinely linked to the community. Plans were not useful tools to drive progress; they were generic, wordy and unfocused. Planning meetings were ineffective and failed to properly engage children and their parents/carers. Over one-third of children were held over 50 miles from home. This impacted on the ability of parents/carers to visit and be involved in planning, as well as the processes for gaining accommodation and accessing constructive activities.

3 Ministry of Justice, *Transforming Youth Custody*, January 2014

At the custodial stage, work in the community was not proactive and in too many cases was largely about attending meetings in the institution rather than preparing for release.

Sometimes, having meetings and putting plans on a database had become ends in themselves; children recognised that and had become frustrated and disengaged. The worst examples of this were the lack of suitable accommodation being considered early enough and the failure to organise appropriate, realistic education, training and employment provision or constructive activities at the point of release. These were the two main complaints from those to whom we spoke. Children did not understand why things were not in place when they had been in custody for months. Too often, children and their parents/carers were not involved or engaged to any meaningful extent in the plans for release. They were at best, merely aware of the plans and, at worst, kept in the dark. There was little preparation to help them cope with the impact of the child's release.

While there are some promising local resettlement projects, resettlement work in the community often started too late.

Resources and services were not in place soon enough before release, leaving the child insufficiently supported at the most crucial point. Too often, it did not take into account what had taken place in custody. Contingency planning for the period following release was almost non-existent and Release on Temporary Licence was not used to promote successful resettlement. We found that some children were released without any form of statutory supervision following recall⁴. At every stage, we found that children were held to account for their behaviour. We did not see a corresponding rigour towards the agencies tasked with providing services to them, either inside or outside custody.

Conversely, we saw some excellent work both in custody and in the community, and for a small number of children, this hard work had contributed to successful resettlement back into the community. Those children had not reoffended.

They had been helped to find and maintain suitable accommodation, they were engaged in education, training or employment and they told us about how they had changed the way they thought about themselves and their future. They were determined to make a new start and to stop offending. As outlined in the foreword, there are a number of agencies and departments responsible for resettlement policy and strategy. Across England and Wales, no one individual or organisation is ultimately accountable for the improvement of resettlement outcomes, in particular the reduction in the high level of reoffending of children leaving custody. The Youth Justice Board and the National Offender Management Service are again planning to improve resettlement practice under the auspices of the Government's *Transforming Youth Custody*. Previous initiatives have failed to embed improvements in services to those leaving custody or substantially reduce their reoffending. Locally, we found that YOT management boards did not identify or analyse the specific needs of children leaving custody or look at the reasons for their failure to settle back into the community successfully. Nor were children's social care services and housing providers sufficiently engaged, or held to account, in relation to the resettlement needs of children.

⁴ Following release from the custodial part of a Detention and Training Order, and during the part carried out in the community, a child may be 'recalled' to custody for failing to comply with the requirements of community supervision. The period of recall may not exceed the duration of the sentence.

Recommendations

Underpinning all the recommendations below is an ultimate focus on reducing reoffending, including reducing any harm the child may cause, while still having regard for the need to safeguard and promote the welfare of the children involved and improving outcomes for them. An element of this should include developing the child's strengths, skills, perceptions and attributes to help them to see themselves as having a future that does not include offending.

The Ministry of Justice should:

1. task a senior civil servant, answerable to a Minister, with responsibility for delivering and embedding *Transforming Youth Custody* resettlement reforms and the recommendations of this report (Paragraph 4.1)
2. enable and direct the Youth Justice Board to provide accommodation retainers where necessary, for at least two months prior to the earliest release date (Paragraphs 3.16, 4.4, 4.11)
3. change legislation so that all children leaving custody are entitled to receive a sufficient statutory period of support, even if their order has finished (Paragraph 3.37)
4. ensure that the individual needs of children are met during the custodial phase of the sentence, rather than children merely fitting into what is available in the institution (Paragraph 3.15)
5. provide controlled access to the internet within the custodial environment to:
 - facilitate learning by the child (Paragraph 3.24)
 - promote community activities via the development of education, training, employment and constructive activity skills (Paragraphs 3.24, 3.34)
 - seek accommodation and education for release (Paragraphs 3.16, 3.17, 3.34)
 - maintain family contact. (Paragraphs 3.34, 3.35)

The Department for Work and Pensions should:

6. develop and implement a process to enable eligible children leaving custody to receive benefits on the day of release. (Paragraph 3.36)

The Youth Justice Board and National Offender Management Service should:

7. deliver, evaluate and, where appropriate, embed the proposed changes to resettlement provision under *Transforming Youth Custody* through *joint* work with Young Offender Institutions, Secure Training Centres and Youth Offending Teams (Paragraphs 3.3, 3.5, 3.13, 3.14, 3.20, 3.22, 3.29, 4.3, 4.8, 4.11)
8. provide *joint* training to all custodial, Youth Offending Teams and partner agencies' staff (internal and external) where appropriate to establish and embed an understanding and delivery of effective resettlement (Paragraphs 3.3, 3.5, 3.7, 3.8, 3.9, 3.11, 3.13, 3.14, 3.17, 3.18, 3.19, 3.20, 3.22, 3.24, 3.27, 3.29, 3.32, 4.3, 4.5, 4.6)
9. change the default position so that Release on Temporary Licence is a routine part of resettlement, and challenge risk averse practice. (Paragraphs 3.3, 3.13, 3.14, 3.17, 3.25, 3.27, 3.34, 3.36)

The Youth Justice Board should:

10. amend standards and guidance for custodial sentences to strengthen the focus of the work on early preparation for resettlement (*Paragraphs 3.3, 3.9, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.22, 3.24, 3.25, 3.26, 3.27, 3.29, 3.30, 3.32, 3.35*)
11. commission education and training in custody which specifically supports reducing reoffending and prepares the child for realistic constructive activity (for example, education, training, employment and leisure) in the community (*Paragraphs 3.14, 3.15*)
12. ensure, through consultation with children, that all documentation designed for planning for resettlement is simple, suitable and understandable to children and their parents/carers (*Paragraph 3.14*)
13. support management boards to achieve improvement of processes and outcomes and in implementing the recommendations in this report (*Paragraphs 4.7, 4.10*)
14. ensure that Directors of Secure Training Centres or their equivalent, better engage with strategic partners in the community to create and provide effective, joined-up resettlement. (*Paragraphs 4.3, 4.4, 4.5, 4.12*)

The National Offender Management Service should:

15. ensure that Governors of Young Offender Institutions better engage with strategic partners in the community to create and provide effective, joined-up resettlement services. (*Paragraphs 4.3, 4.4, 4.5, 4.12*)

Young Offender Institutions and Secure Training Centres should:

16. establish or strengthen strategic and/or operational links with partners in the community to create and provide effective, joined-up resettlement services which are evaluated as to their effectiveness (*Paragraphs 3.7, 3.11, 3.22, 3.24, 4.12*)
17. maximise the constructive use of Release on Temporary Licence using this effectively as a routine part of resettlement (*Paragraphs 3.3, 3.13, 3.17, 3.25, 3.27, 3.34, 3.35, 3.36*)
18. establish and embed an understanding and delivery of good resettlement practice among their staff including in particular:
 - a. the emotional impact of custody and release on children, their parents/carers and victims to help them anticipate and manage these difficulties (*Paragraph 3.27*)
 - b. involving children and their parents/carers in planning and decision making (*Paragraph 3.14*)
 - c. developing a mutual understanding of Youth Offending Teams and partner roles, sharing information, holding others to account and working jointly to provide the best quality service to children to help them stop offending (*Paragraphs 3.7, 3.10, 3.11, 3.22*)
 - d. delivering interventions which are geared to individual specific need and reduce the risk of harm to the public (*Paragraphs 3.15, 3.32*)
 - e. developing skills to effectively chair (Detention and Training Order) resettlement review meetings. (*Paragraph 3.20*)
19. develop, in liaison with Youth Offending Teams, provision for families and friends which help them to support their children in custody and on release for example, hosting family visits. (*Paragraphs 3.11, 3.26, 3.27, 3.29, 3.34, 3.35*)

The Chairs of Youth Offending Team management boards should:

20. ensure that partner agencies work collaboratively with the Youth Offending Team to provide appropriate and timely accommodation, education, training and employment, health, social care and other services for children leaving custody well in advance of release
(*Paragraphs 3.9, 3.16, 3.17, 3.18, 3.19, 3.22, 4.9, 4.11*)
21. ensure that partner agencies contribute to the constructive use of Release on Temporary Licence, using this effectively as a routine part of resettlement (*Paragraphs 3.17, 3.25, 3.34*)
22. facilitate the Youth Offending Team, helping to deliver the constructive use of Release on Temporary Licence, using this effectively as a routine part of resettlement (*Paragraphs 3.17, 3.25, 3.34*)
23. establish and embed an understanding and delivery of good resettlement practice among all Youth Offending Team management board members and senior staff in local partner agencies including in particular:
 - a. developing effective collation and analysis of data (including partners' data) relating to children who are or who have served custodial sentences which leads to improvements in services
(*Paragraphs 4.7, 4.9, 4.10*)
 - b. receive and scrutinise individual cases of children who have served custodial sentences (both from, and released to, the area), learning from both successes and failures and providing solutions to improve the effectiveness of work undertaken (*Paragraphs 4.7, 4.8, 4.9*)
 - c. listening to the views of children and lessons from research to improve provision for those resettling in the community (*Paragraph 4.7*)
 - d. recognising the emotional impact of custody and release on children, their parents/carers and victims and providing suitable resources and staff training to address this (*Paragraph 4.7*)
 - e. knowing the detail of accommodation and education provision for those leaving custody in their area and not relying on statistical data alone; evaluating provision on an annual basis including visits to providers (*Paragraphs 4.10, 4.11*)
 - f. developing an understanding of Young Offender Institutions, Secure Training Centres and partner agencies including visits by management board members (*Paragraph 4.12*)
 - g. holding partners to account and working jointly and strategically to provide the best quality service to children to help them stop offending (*Paragraphs 4.8, 4.9*)
 - h. ensuring that work by all agencies is undertaken flexibly and proactively during the custodial phase, for example, through more purposeful visits to custodial establishments etc.
(*Paragraphs 3.16, 3.17, 3.18, 3.22, 3.26, 3.34*)
 - i. ensuring that Youth Offending Teams actively help and encourage families to maintain regular contact and visits throughout the custodial phase (*Paragraph 3.35*)
24. ensure that the board includes a senior representative from local accommodation commissioners and considers the inclusion of local further education providers too. (*Paragraphs 4.9, 4.11*)

Youth Offending Team managers should:

25. establish and embed an understanding and delivery of good resettlement practice among all YOT staff and local partner agencies including in particular:
 - a. listening to the views of children and lessons from research to improve provision for those resettling in the community (*Paragraph 3.14, 3.29*)
 - b. recognising the emotional impact of custody and release on children, their parents/carers and victims and addressing this (*Paragraph 3.27*)

- c. undertaking regular communication with children during the custody phase including telephone calls, letters, visits (outside of planning meetings) etc. *(Paragraphs 3.14, 3.20, 3.26)*
 - d. providing children with proactive, well trained staff who take a solution-based approach *(Paragraphs 3.25, 3.26)*
 - e. involving children and their parents/carers in planning and decision making *(Paragraphs 3.14, 3.15, 3.35)*
 - f. ensuring that there are robust plans in place in the event that initial arrangements for accommodation, education and health fail *(Paragraph 3.19)*
 - g. developing an understanding of Young Offender Institutions, Secure Training Centres and partner roles including sharing information and visits *(Paragraphs 3.7, 3.9, 3.11)*
 - h. holding partners to account and working jointly to provide the best quality service to children *(Paragraphs 3.7, 3.9, 3.25)*
 - i. working flexibly and proactively to deliver resettlement work during the custodial phase, such as, through visits to custodial establishments, arranging and helping to deliver effective Release on Temporary Licence etc. *(Paragraphs 3.3, 3.13, 3.14, 3.17, 3.25, 3.27, 3.34)*
 - j. actively enabling families to maintain regular contact and visits throughout the custodial phase *(Paragraph 3.35)*
 - k. developing skills in Youth Offending Team staff to effectively chair resettlement review meetings. *(Paragraph 3.20)*
26. ensure that all staff assess, plan for and manage the risk of harm that children pose to others *(Paragraph 3.32)*
27. with partner agencies, plan for and promote the use of constructive activities for children leaving custody *(Paragraphs 3.15, 3.25, 3.29, 3.30)*
28. analyse the success and failure of all resettlement cases across the entire sentence at a three month and six month stage after release, including the contribution or failure of partner agencies, and report the detail to Youth Offending Team management boards with suggestions for improvement. *(Paragraphs 4.7, 4.8, 4.9, 4.10)*

Healthcare commissioners and providers should:

- 29. note, and act on, the recommendations relating to partner agencies in this report
- 30. ensure better information sharing, full integration of planning with sentence planning and greater treatment continuity in transition between community and secure settings, particularly in relation to those young people with emotional and mental health needs. *(Paragraphs 3.9, 3.10, 3.11, 3.14, 3.16, 3.18, 3.24, 4.6)*

Please note – throughout this report all names referred to in the practice examples have been amended to protect the individual’s identity.

Legislation, research and guidance

1

1. Legislation, research and guidance

Summary

This chapter outlines the legislation for sentencing children to custody, the research about youth resettlement and the guidance provided to secure institutions and YOTs⁵.

Key facts

- The Detention and Training Order (DTO) is one sentence. It is served partly in custody and partly in the community.
- The factors that contribute to successful reintegration into the community are known.
- There is guidance to support successful resettlement already in place.

Legislation

1.1. The custodial sentences available to courts for children are:

- **Section 100 Powers of Criminal Courts (Sentencing) Act 2000**
Detention and Training Order (DTO)

This sentence can be given to 12-17 year olds. The length of sentence can be between four months and two years. The first half of the sentence is spent in custody and the second half in the community, under the supervision of a YOT. Where a child is recalled, it is possible for them to be released subsequently without any period of supervision in the community.

- **Section 90 Powers of Criminal Courts (Sentencing) Act 2000**

This is the only sentence available to the courts for a person convicted of murder who was aged under 18 years old at the time of the offence. Children are sentenced to a minimum tariff⁶, after which they can apply to the Parole Board⁷ for release. This means that the child can be kept in custody after the end of the minimum tariff of imprisonment if they are still considered to be a risk to the public. Custody is generally followed by a period in the community on licence under the supervision of either a YOT or probation services⁸.

- **Section 91 Powers of Criminal Courts (Sentencing) Act 2000**

This can only be given in the Crown Court⁹ for an offence for which an adult could receive at least 14 years in custody. The length of sentence can be up to the adult maximum for the same offence, which for certain offences may be life¹⁰. Custody is generally followed by a period in the community on licence under the supervision of either a YOT or probation services.

5 The generic term YOT is used since this is the term found in the legislation. However, local areas operate a variety of models and terms to deliver work with children who have offended.

6 Tariff – the minimum term to be spent in custody.

7 Parole Board - an independent body that determines whether prisoners can be safely released into the community.

8 Probation Services – agencies responsible for the assessment and management of adults, who have offended, in the community.

9 Crown Court – deals with serious criminal cases. In the cases of children this is generally when the sentence is likely to be longer than two years.

10 Life sentence – there are different types of life sentences. When passing a life sentence, a judge must specify the minimum term an individual must spend in prison before becoming eligible to apply for parole. The only exception to this is when a life sentence is passed with a ‘whole life order’ meaning that such an individual will spend the rest of their life in prison. Other life sentences, which specify a minimum term in years, mean that the individual will spend a considerable period in prison and may never be released; if they are released, they will be closely monitored for the rest of their life and could be sent back to prison if they do not obey the terms of their licence.

- The custodial part of the sentence is served in a Young Offender Institution (YOI), Secure Training Centre (STC) or Secure Children’s Home (SCH) depending on age, gender and vulnerability. Resettlement work and support starts immediately after sentence, when the child enters custody, and different aspects of the work are carried out by YOI/STC/SCH staff and external agencies, led by YOTs, working together with the child and their parents/carers. Work in the community to prepare for resettlement continues to take place while the child is in custody. Post-release supervision is carried out by YOTs and partner agencies. In England, children’s social care services, in particular, have statutory duties to these children under the *Children Act (2004)* and the guidance *Working Together to Safeguard Children 2013. A guide to inter-agency working to safeguard and promote the welfare of children*¹¹.

What is resettlement?

- 1.2. Resettlement is the process by which children re-enter the community and settle back into their lives after a period in custody. The disruption of custody means potentially, lost accommodation, interrupted education, emotional distress and loss through separation from family and friends, fear of new surroundings and peers. Resettlement can be frightening and poses practical problems. It is not an easy process for children, their parents/carers, other family members and, sometimes, the community. For some, it is as traumatic as their entry into custody.
- 1.3. It is possible to prepare children properly for effective resettlement so that they are enabled to make a success of the transition, learn from their experiences and start to become law-abiding, useful members of society. It is also possible to place, or leave, obstacles in their way making it less likely that they will succeed.
- 1.4. There are a number of agencies or departments responsible for resettlement policy and strategy for children. The Ministry of Justice (MoJ) is responsible for policy; the Youth Justice Board (YJB) is responsible for the commissioning of custodial services from the National Offender Management Service (NOMS) and the STCs; the YJB also supports and monitors YOT resettlement work. NOMS is responsible for the strategic and operational management of the YOIs. The Department for Education (DfE) is responsible for the education of these children. More broadly, the Local Safeguarding Children Board (LSCB) and local authorities have statutory safeguarding duties for children in their area together with local authority responsibilities for local education and accommodation strategies.
- 1.5. YOIs operate under Prison Service Instructions (PSIs) and Prison Service Orders (PSOs). There are several which specifically govern the care, resettlement and Release on Temporary Licence (RoTL) for children¹². The STCs, operating in the private sector and delivering services under contract, have their own policies which form part of their service level agreements with the YJB¹³. Guidance for YOTs is provided by the YJB¹⁴.

11 DfE, *Working Together to Safeguard Children 2013. A guide to inter-agency working to safeguard and promote the welfare of children*, March 2013

12 PSI 08/2012 *Care and Management of Children*; PSI 14/2012 *Implementation of the Service Specification for “Manage the Sentence: Pre and Post Release from Custody”*; PSI 21/2012 *RoTL – Amendments to PSO 6300*; PSI 37/2012 *Supervision of Young Offenders*; *PSO 6300 Release on Temporary Licence*

13 G4S SB5: Resettlement (Issue No: 4); SERCO Resettlement policy

14 YJB National Standard 9 2013 *Planning and delivering interventions in custody and resettlement into the community and YJB Case Management Guidance* (2010)

What do we know about effective resettlement?

- 1.6. Research on youth resettlement¹⁵ describes the factors which are significantly associated with a reduction of reoffending on release. Current resettlement processes are already predicated on what is known – it is not only what is done inside that makes a difference; it is predominantly about how that links with the community and what is done in the community.
- 1.7. Although the DTO is carried out in both custody and the community, it is a single sentence and should be viewed as such. The work carried out in custody should be focused on the future and not merely about behaviour management or the time spent in custody. Education and training in custody should build on previous knowledge and experience, take into account the child's achievements to date and their plans for the future, and should be part of a coherent, forward-looking programme which continues in the community element. RoTL is an integral part of preparation and can successfully be used in the community purposefully and imaginatively towards resettlement.
- 1.8. Services to meet all the needs of the child should be in place before release and be coordinated, with agencies working together not merely sharing information. Preparation for the transition and the community element of the order should commence at the start of the sentence or even at pre-sentence stage, so that the different elements are in place from day one of release and the child knows about them well in advance. Both the child and their parents/carers need to be properly involved and engaged in the planning to enable a smooth transition between the custodial and community parts of the sentence.
- 1.9. Research has identified that for a child to stop offending they need to start thinking about themselves differently. In other words, to be motivated to change their behaviour, they need to be able to see that they could have a better future. This aspect of work, helping them to see themselves differently, should involve all adults working with the child at every interaction, believing in them and reinforcing to them that life can be different.
- 1.10. The criteria¹⁶ for the inspection were drawn directly from the established research¹⁷ in this area.

15 Dr. Tim Bateman, Professor Neal Hazel and Dr. Sam Wright (2013) *Beyond Youth Custody Resettlement of children leaving custody: lessons from the literature*

16 <http://www.justiceinspectors.gov.uk/hmiprobation/wp-content/uploads/sites/5/2015/02/Final-Criteria-Resettlement-thematic-v2.pdf>

17 Hazel N and Liddle M (2012) *Resettlement in England and Wales: Key policy and practice messages from research* London: Youth Justice Board

Outcomes

2

2. Outcomes

Summary

This chapter outlines the initial criminal justice and other outcomes¹⁸ experienced by the children in the inspection.

Key findings

- Too many children had been rearrested, charged or had failed to comply with their supervision.
- Other outcomes were often poor.
- Public protection was not given enough attention.

Criminal justice outcomes

- 2.1. Official reoffending data for the 12 months to March 2013 showed that 68% of children leaving custody in England and Wales reoffended within 12 months of release¹⁹.
- 2.2. In our sample of 29 children, we looked at what had happened in the early stages of release into the community and found that:
 - nearly half had been arrested for reoffending, some within weeks of being released and while they were still under the supervision of the YOT
 - one-fifth had been charged with further offences, again, some very shortly after release
 - five had been recalled to custody for failing to comply with supervision or further offending
 - only one-quarter had fully complied with their supervision by YOTs.

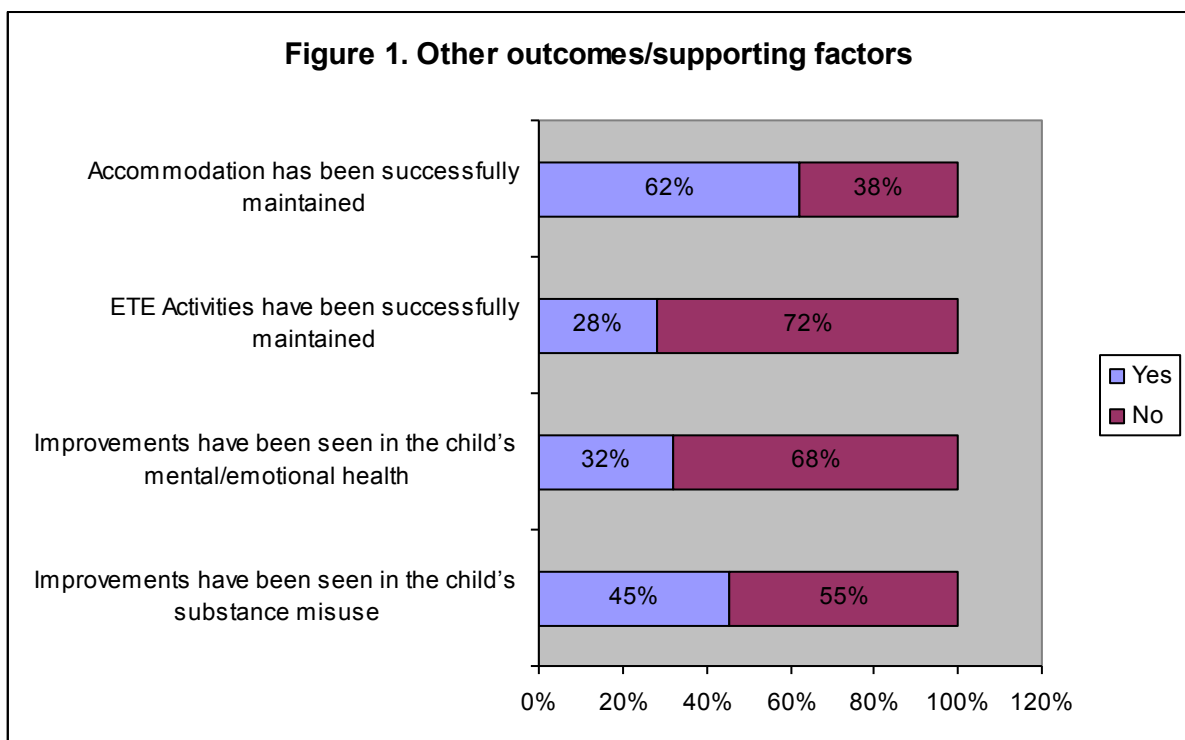
Other outcomes/supporting factors

- 2.3. We looked at the factors that support children to make a successful transition from custody to community - accommodation, education, training and employment (ETE), constructive activities - and those that hold them back – mental or emotional health issues, substance misuse and difficulties with relationships.
- 2.4. Too often accommodation arrangements broke down following release, resulting in temporary homelessness, unplanned moves, damage to family relationships and disruption in education or employment. For more than one-third of children, accommodation was not successfully maintained.
- 2.5. In many of the cases we inspected, the child had not accessed any ETE following release or been involved in any constructive activities to fill their time while they waited to start a course. Too many were waiting for the start of the academic year with little to fill their time or prepare them to successfully enter further education or training. This was particularly significant given their poor educational history and we felt that, in the absence of better preparation, plans for them were unrealistic. In nearly two-thirds of the cases that we inspected there had been no progress in ETE.

¹⁸ Other outcomes include accommodation, education training and employment, emotional/mental and physical health, substance misuse.

¹⁹ Youth Justice Board - *Juvenile proven reoffending data 2013*

- 2.6. There had been no improvement in the mental or emotional health of over two-thirds of the children who had those needs. The number of children judged to have physical health problems that needed follow-up action in the community was 5 out of 29; the outcomes for 2 of those had not improved. Of the cases where children were assessed as having substance misuse issues, progress had been made in fewer than half.
- 2.7. Protecting the public was not a high enough priority and potentially left people in the community at risk of harm. In too many cases the level of risk posed, and to whom, had not been established and work to manage risks that existed was not evident. In over half of relevant cases, we judged that the assessment and management of the risk of harm that the child posed to other people had not been carried out well enough either during custody or following release. Very few children had been reassessed before leaving custody to work out whom, if anyone, was at risk of being harmed and what needed to be in place to manage that risk and protect potential victims. This was particularly worrying when there were other children living in the same place – either at home or in other accommodation.
- 2.8. Several YOT workers reported that they recognised changed attitudes and behaviour in the children. So that even when other things had gone wrong, such as losing their accommodation or failing to maintain a place in education, they had not reoffended and had complied with supervision, sometimes for the first time in a long relationship with the YOT. They had responded to setbacks less negatively and had not immediately returned to destructive patterns of behaviour. As change always involves a journey, this is a positive milestone and an opportunity for professionals to build on in their work.



Conclusion

- 2.9. Custody is always a stressful event for children and release can also be a difficult time. However, successful resettlement can also offer real opportunities for change.
- 2.10. The combination of a lack of suitable, settled and supported accommodation; a deficiency in the services to meet mental health and substance misuse issues and an absence of meaningful ETE or other constructive activities did not give them an opportunity to make a success of that transition. On the contrary, it made it more likely that they would fail.

- 2.11. For those who had been thoroughly prepared for release and had the structural support in place - suitable, stable accommodation and support to maintain it through either family or professionals (or both); something useful to do and to aim for through ETE and/or constructive activities; support in dealing with the difficulties posed by emotional/mental health and substance misuse, it was possible for professionals to carry out meaningful work to help the child see a different way forward.

Good practice example: Good outcomes supported by motivational work HMYOI Cookham Wood and Havering YOT

In the community Tony was doing well. He had not reoffended, was working two days a week, was engaging in education sessions to improve his maths, had enrolled to start college, was carrying out weekly reparation sessions, working with the YOT on fitness activities, taking responsibility at home for family tasks and had complied fully with his supervision. The team in the community had started work with Tony before he was released. Prospects, the careers advice service, had visited him in custody, provided college prospectuses and help with accessing a Construction Skills Certificate Scheme (CSCS). His YOT worker had contacted the educational psychologist at his previous school who was able to advise about Tony's speech and language, informing the way that other professionals worked with him. His community substance misuse worker had visited him prior to release and did some specific relapse work about leaving custody. Tony felt that he needed intensive support with his substance misuse and so she also saw him on the day of release. Tony was also involved with children's social care services. His social worker worked effectively with the YOT, particularly around his health needs.

Tony's mother was very involved and supportive throughout, attending DTO planning meetings in custody and being very vocal. The YOT case manager worked closely with her. Immediately on release she started to reinforce his motivation to stop offending. During his first session with her, they completed a list of things he had hated about being in custody. She typed it up for him and he put it on his bedroom wall to help keep him on track.

Things I hated about being in custody

1. *Missing my family*
2. *Time limit on phone calls*
3. *Watching mum and dad leave after visits*
4. *Small TV – no remote*
5. *Dirty sheets*
6. *Thin mattress*
7. *Banging and noise in the night (really aggravating)*
8. *No peace (really aggravating)*
9. *Making new friends/missing old mates*
10. *Missing out on stuff you know is happening on the outside*
11. *Cold showers*
12. *No baths*
13. *Can't wear your own clothes (HMP jumpers and trousers)*
14. *Limit on underwear (5 pairs of socks and 5 pairs of underpants)*
15. *Losses of canteen*
16. *Losses of association (free time)*
17. *Money transfer-in delays*
18. *Trainers having to be sent in*
19. *Stabbings/threats*
20. *Fights*
21. *Different cultures – different habits....spitting*
22. *Routine different and not your own choice*

2.12. We found some cases where all of this was in place and children were doing well. In other cases, in our judgement, the poor outcomes might have been avoided through better services.

Good practice example: Good outcomes and accommodation provision Hammersmith and Fulham YOT

Afzal was a Looked After Child by the local authority who had suffered violence at the hands of his father; his relationship with his mother was problematic and he was unable to live with her. He had been diagnosed as possibly suffering from Post-Traumatic Stress Disorder.

While he was in foster care, he had committed a robbery at knife point and was considered to pose a high risk of harm to other people. In a subsequent semi-independent placement he had started to do better. The new placement provided 24 hour support, he had individual counselling sessions and help to learn life skills such as budgeting and cooking for himself.

When he received the custodial sentence, children's social care services paid a retainer to the accommodation placement for two months prior to his release to ensure that he could return there. This ensured that Afzal knew exactly where he was going well in advance, and was able to prepare himself and plan for his future. It also allowed agencies to have other services in place in the community. Following his release, Afzal had not reoffended, had complied with his supervision, maintained his accommodation and was engaging fully in counselling.

Practice example: Poor outcomes and the contributing factors

Within weeks of being released from custody, Helen was arrested for a serious offence and remanded back into custody.

She had previously had more than one custodial sentence for violent offences and had been recalled during earlier supervision periods. As well as posing a risk of harm to other people, Helen was considered vulnerable to sexual exploitation and it was thought likely that she had been the victim of sexual abuse. Her relationship with her mother was strained.

Helen was placed over 200 miles away from home and had asked to be transferred to a different STC so that it would be easier for her mother to visit her and attend meetings. This did not happen and, although the YOT offered transport, her mother did not visit her or take part in the planning for release. (The STC did regularly update Helen's mother on her progress.)

She had asked to live near her boyfriend and her mother on release. Two days prior to her release Helen found out where she was going to live; children's social care services had placed her over 20 miles away from her family. Within a day of release Helen went missing and professionals did not know her whereabouts for five weeks (although the YOT made continued attempts to contact her). When she was arrested for the new offence it transpired that she had been spending her time with her mother and boyfriend.

Helen had also spoken about the importance of being kept occupied when she was released but nothing was in place. Her YOT case manager felt that a placement nearer to her family might have avoided some of the difficulties and allowed the YOT to work with Helen more effectively.

There was clearly a lot of work carried out by both the social worker and the YOT case manager in this case but it was ineffective. It was our view that her custodial placement, so far from home, the late planning for release, in particular accommodation, made all of her release plans fragile and did not offer Helen the best opportunity to resettle successfully.

**Facilitators
and obstacles
to successful
resettlement
outcomes -
operational**

3

3. Facilitators and obstacles to successful resettlement outcomes - operational

Summary

This chapter outlines our findings about the factors that work to help children resettle successfully (facilitators) and those that get in the way (obstacles).

Key findings

- Most of the structures and processes in place already have the potential to be facilitators but too often the processes have become ends in themselves.
- The lack of suitable accommodation and appropriate education on release creates enormous obstacles for those who do not have access to them.
- Many of the staff working with children show tremendous commitment and work hard to help children overcome the obstacles they face but they are not always working effectively.

Facilitators and obstacles

- 3.1. Facilitators of effective resettlement outcomes include the staff, processes, resources and structures in the various organisations that contribute to successful reintegration into the community. When processes and resources are not used appropriately, or they become ends in themselves, they are not generally effective. They become time consuming, tick box exercises at best, and demotivational obstacles to success at worst.

Recognising and implementing a 'seamless sentence'

- 3.2. The DTO is a single sentence with the first half served in custody and the second half in the community. In much the same way as we plan for children moving from one school to another or from home to university, resettlement work should take into account what has already happened and where the child is trying to get to in life.
- 3.3. Sadly, this was not what we found in many cases. With some exceptions, the first half, the custodial element, concentrated on containment, behaviour management and constructive use of time *in custody*. The second half, the community element, often did not build upon, or worse ignored, what had taken place in custody. (*Recommendations 7, 8, 9, 10, 17, 25*)

Staff as facilitators or obstacles

- 3.4. For the purposes of this report we have used the generic term, case workers, for those managing sentence planning in custodial institutions, although in practice they had different titles and roles. This sometimes impacted on the experience of the child. A number of children told us that their case workers were really helpful and supportive; others had little contact outside meetings and did not feel that they knew them.
- 3.5. Within the STCs the role was well defined and understood. The case worker was part of the team working with a child and had regular contact. In the YOIs, however, their roles were different. The

job was not precisely defined and not all case workers had been trained for the role. More widely within the YOIs, the role of case worker was not always understood or valued and was sometimes ignored by other staff. Not all case workers exhibited the skills to carry out effective sentence planning. (*Recommendations 7, 8*)

- 3.6. YOTs also had differing arrangements for case managers. Some children had known their case manager for years; some had never met them prior to custody. Alongside case managers, the arrangements for supporting services – substance misuse, mental health, ETE etc. – were also different.
- 3.7. It was evident that there was sometimes a lack of understanding by custodial case workers of the YOT case manager’s role (and vice versa) which added to the potential for gaps in the work or duplication. Additionally, we encountered a surprising amount of distrust between them. In some cases this led to a passive acceptance of failure; for example that accommodation could not be arranged within an appropriate timescale, or that vague ETE plans were good enough. Neither set of staff seemed prepared to challenge each other on behalf of the child. (*Recommendations 8, 16, 18, 25*)

Practice example: Workers in conflict

Alan’s case was marked from the outset by differences of opinion between the YOT and the YOI about the type of work which was required. He had been convicted of wounding and had previous convictions for violence. The YOT believed he needed offending behaviour work around anger management and racism. The YOI prioritised substance misuse and mental health assessments.

The YOI strongly recommended early release. The YOT equally strongly opposed it. It was refused. The child enlisted the help of his advocacy worker and the decision was overturned. He was released early and consequently there were no services in place. There was no accommodation in place and so, initially, he had to return to live with his mother, with whom he had a difficult relationship. There was no ETE in place. He declined support from substance misuse services.

Initial compliance quickly deteriorated and he was eventually breached²⁰. His whereabouts were unknown for several weeks.

- 3.8. While there was a need for comprehensive support and help to a child, we saw some cases where there were so many people involved, we questioned whether it was useful, especially where they were not known to the child. In 1 case we counted 17 professionals. (*Recommendation 8*)

Quote: Number of workers involved

“I had all these random people on my case...(so I)... just closed the door and isolated myself.” (Child)

Working together

- 3.9. We saw too many omissions of physical/mental health and substance misuse information, and education and social care detail from the YOT to the institution. Where relevant information about the child was not in the YOT initial assessment, there was a risk that it was then missed in the sentence planning or that previous work was repeated. (*Recommendations 8, 10, 20, 25, 30*)
- 3.10. Information sharing across departments and agencies left a lot to be desired although this was better within, and between, STCs. In custody, health services was often using different systems (or

²⁰ Returned to court for failure to comply with supervision; the court may impose a sanction.

different parts of the same system) and did not always share information consistently. Education was not always joined-up well with the internal ETE advisors. None of these services were routinely working within the sentence planning framework. (*Recommendations 18, 30*)

- 3.11. Information sharing between custody and the external world was good in the STCs but less consistent in the YOIs. Parents/carers were not always aware of what was happening, able to influence or be involved in plans for successful resettlement. Too often information on offence focused work carried out in custody was either not received by the YOT or was too late to enable them to use it constructively. This was also true of ETE and health information. (*Recommendations 8, 16, 18, 19, 25, 30*)

Quote: Lack of contact with parents

"We are getting our dog back soon. I got this big file about all they are doing with him – getting him chipped, having a big assessment, getting him neutered. I bet they did more for the dog than they [the YOI] did for Ronald. Put it this way, I can pick up the phone now and talk to DEFRA²¹ but I used to phone up the custodial institution and get through to about five different people and still not know what was going on." (Mother)

- 3.12. There is the potential for serious consequences when information is not shared as the examples below demonstrate.

Practice example: poor information sharing

In one case a child known to have been physically abused by his father disclosed, while in custody, that his mother had also been involved in the abuse. Younger children were still living with her but this information was not shared with the external social worker.

In another case, a child disclosed that he had previously sexually abused a sibling and again this had not been shared with external agencies.

In both cases, children were left potentially unprotected.

Sentence planning – an obstacle rather than a facilitator?

- 3.13. Joint sentence planning, by both custodial and community teams, should start to prepare for a child's resettlement from the day of sentence. In too many cases, we found little evidence of this. (*Recommendations 7, 8, 9, 10, 17, 25*)
- 3.14. The vast majority of children to whom we spoke either did not know there was a plan or had little idea what was in it. Education, health or substance misuse teams completed separate plans and often there was no integration. In one case, we saw nine different plans. Too often there was little sense that sentence planning drove or coordinated all the services working with the child or that it was genuinely connected to the plans for the external world. (*Recommendations 7, 8, 9, 10, 11, 12, 18, 25, 30*)

21 DEFRA: Department for Environment, Food and Rural Affairs

Quote: Lack of the child's involvement in education planning

*"I went back to the same school. I thought it was going to be alright but I didn't enjoy it.....I thought I was going to do GCSEs but they just did the same stuff. I thought they were going to do Maths and English, they said that at the review."
(Child)*

- 3.15. Sentence planning often took little account of the assessments carried out by YOTs. The child was too often made to 'fit in' to whatever resources were available within the institution. Standardised written plans were pages long, largely generic and almost entirely focused on the custodial phase with a concentration on behaviour management and education. We saw hardly any which contained objectives recognisable as specifically relating to the individual child. STCs were significantly better than YOIs in planning for ETE and physical health needs in custody and the majority of those plans were based on an up to date assessment by the institution. We also saw more evidence in the STCs of early planning towards resettlement. (*Recommendations 4, 10, 11, 18, 25, 27*)
- 3.16. We saw numerous examples of children not knowing where they were going to live when they were released until very late in the sentence despite reference to this early on in the planning. All of them were anxious and unsettled and most did not understand why it could not be sorted out. In some cases, the child did not even know which local authority area or borough they were going to. This meant that arrangements could not be made for ETE, for constructive use of time or for physical/mental health or substance misuse support services to be in place. Six of these were Looked After Children. Those children who are not returning to parents/carers, are particularly vulnerable on release to sexual exploitation, drug misuse or just failing to deal with difficulties they encounter and reoffend. (*Recommendations 2, 5, 10, 20, 23, 30*)

Quote: Lack of suitable accommodation

"Nothing's really changed. This whole time when I was in jail they could have asked. At first it was H...he said he was going to put me in semi-independent accommodation. But my new YOT worker S*, said I wasn't and I was going back to my dad. When I came out she put me on tag, after that I got kicked out. My mum put me in her cousin's but he's not there. They still haven't set me up into semi. I've been in jail nine months and it's taken all that time and they've never told me nothing. I don't understand. H* said I wasn't going back to my dad. How did he think I felt when they put me back?" (Child)*

** YOT case managers*

- 3.17. ETE was too often not in place at all or was due to be arranged following release. We saw a number of cases where there were tentative plans for the child to go to college at the start of the next term, which was sometimes months away. We did not see any instances where interviews or visits had already been undertaken and few where applications had been submitted prior to release. (*Recommendations 5, 8, 9, 10, 17, 20, 21, 22, 23, 25*)

Practice example: Poor ETE planning

16 year old Jamal received a 12 month DTO. In the six months that he was in custody, there was discussion that he might go to college to do a BTEC qualification in sports and there was an incomplete college application on file. It was unclear why this had not been pursued. He had completed literacy and numeracy courses and at his pre-release meeting there was concern that he needed to take exams prior to leaving custody to make him eligible for an apprenticeship. It was unclear why these had not been taken before. In the end the ETE plans were for an online package although no one knew whether the address he was being released to had internet access. On release, it transpired that it did not and so there was nothing in place for him.

- 3.18. In too many cases, mental health and substance misuse services did not commence early enough or continue the work that had been carried out in custody. We could see no satisfactory reason for this as, in other cases, services were available at the point of release.
(Recommendations 8, 10, 20, 23, 30)

Quote: Insufficient planning and subsequent lack of delivery of services

“The way they made it sound in the meeting, everything was going so well and to plan. But basically they were just selling me a dream ‘cos when I got out it was nothing like they said.” (Child)

- 3.19. We saw very little contingency planning; what we did see instead, were the consequences of its absence in the community. (Recommendations 8, 10, 20, 25)

Practice example: Lack of contingency planning and management of risk.

Prior to coming into custody, Samir had lived with his father in a one bedroom flat where he (Samir) slept on the sofa. He maintained that his father was not capable of looking after him, that there was often no food and that he went hungry. Children’s social care services were aware of Samir’s situation but did not feel they had a duty to help with accommodation.

Samir did not want to return to live with his father. He had had no contact with him while he was in custody. He pointed out that it had failed a number of times before and he was frustrated because he felt that no one was listening to him. He wanted to live semi-independently. He was placed back with his father.

Two months after release, the relationship with his father broke down and he had to leave the accommodation. At the time of the inspection he was living alone and unsupervised in the house of an absent relative and being fed by his mother. At that point a referral was made to the providers of semi-independent accommodation.

Samir was assessed as posing a high risk of harm to others.

In our view, given the relationship history, the lack of contact and Samir’s fears, it was entirely predictable that the placement would break down. Contingency plans should have been in place to meet his needs and to manage the risk that he posed to other people.

- 3.20. The forum for sentence planning, the DTO meeting, is intended to bring together the child and their parents/carers with internal and external staff and agencies to plan for successful resettlement through coordinated work based on the individual needs of the child. We observed a number of these meetings and they were qualitatively different depending on the chair. The worst one we saw appeared to merely fulfil a process. (Recommendations 7, 8, 10, 18, 25)

Quote: (regarding DTO meetings)

"It feels like they just want to get it over and done with and leave. They always talk about another meeting to go to and look at their watch and that." (Child)

- 3.21. We saw some better meetings where children were involved and encouraged to voice their views, and were praised for their progress, as well as being held to account. However, even in the best of the meetings, we got no sense that they were driving active progress towards identified future goals. And while every meeting that we saw held the child to account, we saw none that held professionals to account where there had been a lack of action or progress on their part. Too often we heard that it was too early in a sentence to start to make plans for release. The skills to make these meetings effective were not always in evidence and the purpose of the meeting was often lost.
- 3.22. YOT workers attended the majority of DTO planning meetings. Other external agencies were less reliable. Children's social workers had not attended planning meetings in nearly half of the relevant cases or made any other form of contribution. *(Recommendations 7, 8, 10, 16, 18, 20, 23)*

Custodial facilitators/obstacles to reducing reoffending

- 3.23. We saw some good resettlement work being carried out during the custodial phase. Most had undertaken some form of offence focused work. We saw proactive work by case workers, health and education staff to ensure that appropriate services were in place for release. Unfortunately it was not always aimed at longer-term objectives and departments/agencies were too often working in isolation from each other. This was less so in the STCs.
- 3.24. Health and education staff often concentrated on what could be achieved while the child was in custody. With some exceptions, education was largely a matter of what was available within the institution with not enough consideration given to accessing external courses. We saw little evidence that YOT case managers were lobbying to meet individual need. *(Recommendations 5, 8, 10, 16, 30)*

Good practice example: Coventry YOT work to facilitate education

When told by a YOI that they could not facilitate the controlled assessment for GCSE English that a child wanted to sit, the YOT worker first remonstrated with the YOI. Failing to change the decision, she contacted the Joint Council for Qualifications and the Welsh Exam Board (and arranged an extension of the exam period). When the YOI still refused to help, she offered to go into the YOI to facilitate the controlled assessment herself. The YOI eventually reversed its decision and the child was able to be assessed and subsequently acquired a pass grade.

- 3.25. Of the 29 cases that we inspected, only 2 children had been granted RoTL or mobility (STCs only) in the community. We did not consider work within the prison grounds to be satisfactory for the purpose of resettlement unless it was part of a plan to work towards something more useful. We found no instances where YOTs or children's social care services had been involved in the delivery or support of RoTL. *(Recommendations 9, 10, 17, 21, 22, 25, 27)*

Good practice example – Joint work

Christa turned 18 years old while she was at Medway STC serving a 12 month DTO. She had served previous custodial sentences. She had learning difficulties, physical and mental health needs and drugs issues. She had low self-esteem and had self-harmed. It was suspected that she had been abused. The community that she came from was insular and Christa had had little to do with people outside. It was very influential in her thinking and had led to her to believe that she had little worth outside of it.

Custodial part of the sentence

The STC and Southend YOT worked together to build her plan for mobility and resettlement around her interests, taking full account of her ethnicity and culture. They identified cooking as her passion, worked with her in relation to volunteering at a café in her local community, investigated cookery courses etc. The resettlement plan built on this from the start. The STC played a part in raising her self-esteem by preparing and giving her a book with comments from children and staff about her. This was presented to her before she was released and provided a basis for the YOT case manager to work on her confidence and change how she felt about herself and her life. She was helped to maintain contact with her religious faith. RoTL was used to facilitate community reparation and attend church.

Community part of the sentence

Despite turning 18 years old the YOT had kept Christa's case. The YOT worker had assembled, and was coordinating, a large number of agencies which were working directly with Christa including counselling, sexual health, mental health, reparation and others to fill her time constructively and meet her needs. There had been continuity of YOT case manager, substance misuse and education workers throughout her sentence.

The plan to continue her interest in cooking was followed after release through reparation work and a catering course which included literacy and numeracy. She had also been provided with gym membership and had been taken swimming to continue to improve her health, as well as introducing her to evening classes and the library. She had engaged with adult mental health services and the YOT worker had assisted her with a monitored dosage container to help her take her prescribed medication. Christa had not reoffended since release.

- 3.26. We judged that YOTs were not active enough during the custodial phase in two-thirds of the cases we inspected. Too few visited the child outside of the DTO review meetings or had carried out any offending behaviour work and there was little work with parents/carers beyond information sharing. (Recommendations 10, 19, 23, 25)

Good practice example: Sandwell YOT work with a parent

Prior to coming into custody David had been living independently as his relationship with his mother had become difficult. He wanted to return home but his mother was unwilling to have him back to live with her on his release. The YOT case manager worked to reassure her that they would both be supported and that contingency plans would be in place should things go wrong. Two months before release his mother agreed that David could return home.

On release, the case manager made regular home visits not only to see David, but also to spend some time with his mother to discuss any concerns or practical difficulties.

To the date of the inspection, two months after release, David had maintained his accommodation. His relationship with his mother was going well and he was keen to keep it that way; he was complying with the boundaries she set. He had not reoffended.

- 3.27. We did not see any preparation of children or their parents/carers for the emotional impact of release, the effect this might have and the difficulties that may result. We saw no explicit understanding or acknowledgement of the impact on children of the separation from their family and friends, or work to anticipate feelings and how to deal with them successfully. (Recommendations 8, 9, 10, 17, 18, 19, 25)

Quote: Lack of preparation for the emotional impact of release

"Nobody has talked to me about when I get out. Apart from people on the wing and they just say 'Get your head down and stay away from your friends'. And friends tell me that everything's busy and moving and you stay at home for a few weeks. The YOT worker mentioned in a review that it will be different for me [but that's all]." (Child)

Community facilitators/obstacles to reducing reoffending

- 3.28. We saw some excellent work by YOTs and partner agencies to support children and their parents/carers following release.

Quote: Effective emotional support in the community

"It hasn't been difficult because whenever I felt that I wanted to offend, I came here and told T and she just takes me to the park or a drink or home and tells me that if I am going to, you are going to lose everything and end up in and out. She tells me to do the right things. She tells me the good things like college, to be addicted to. She tells me that I'm too lovely, too funny to offend. She tells me that I don't look like an offender, that I should follow my dreams, forget about the past, about the crime." (Child)*

T YOT case manager*

- 3.29. What was often missing for children, was help with constructive use of time. In the absence of immediate access to ETE, children were often left with nothing to do. This did not help when they were often trying to establish new non-offending, drug-free lifestyles and avoid previous peer groups. (Recommendations 7, 8, 10, 19, 25, 27)

Quote: The need for constructive activities

"If I keep my time busy when I get out that will help. I have to do ISS (Intensive Supervision and Surveillance) and that so that will help me not offend. ISS is alright but if the YOT does more things, activities, I wouldn't think about crime. Usually it's just going to the office and that gets boring so that's why I breach. Maybe swimming, just everyday activities, going to the gym. Like ordinary activities, not just office and talk for three hours, four hours, just talking over the same stuff, just the same stuff over and over again. That's why I breach, it's annoying." (Child)

- 3.30. In most cases, the only response that we saw to this was the use of ISS programmes. This did not seem appropriate to us as ISS is a costly resource, normally reserved for those children who are assessed as posing a high risk of harm to others or are considered highly likely to reoffend. In most of the cases we inspected there had not been a reassessment since coming into custody and so it was not known whether ISS was suitable. In our view it is perfectly possible, working in partnership, to construct and provide voluntary packages of support to sit alongside statutory supervision. *(Recommendations 10, 27)*

Quote: Lack of structured community support

“The reason why I ended up not caring is because it felt like they didn’t care. If my YOT ain’t going to give me a proper schedule, I don’t care. I thought it would be better for me going back to jail and coming back starting afresh rather than being up and down and not knowing what’s happening. Personally for me, ISS is hard enough but not knowing when and where things are going to be happening, that made it even harder. I’m finding jail easier because I know what I’ve got every day- there’s a schedule.” (Child)

- 3.31. Engagement was a key factor in effective work in the community. We found that many children had benefited from case managers and partner agencies providing flexible, sustained support, helping to keep children on track when difficulties presented themselves. That work often included challenge to their thinking and behaviour and imposing boundaries that they found difficult. Most children were supervised regularly and at an appropriate level, however, case managers did not always build on the offence focused work carried out in custody. Where enforcement was necessary, it was carried out in all the cases we inspected.

Quote: Effective motivational support (Croydon YOT)

“Sally’s attitude towards offending and her future has been turned around by her Integrated Resettlement Support worker. She has been creative and persistent in engaging with Sally, stimulating her ambitions and allowing her to see a journey forward in her life. Incredibly impressive, both to see them interact, and Sally’s attitude. Sally had not complied with supervision on several occasions and her custodial sentence was for breaching a community order. She is now fully complying and motivated.” (Inspector)

- 3.32. The risk of harm that some children posed, particularly when they had complex needs, was not always given enough attention and potentially left people at risk from them. *(Recommendations 8, 10, 18, 26)*

Practice example: Poor protection of victims

Kevin was a Looked After Child and had a history of aggressive and violent behaviour, was involved in gang activity, had witnessed domestic violence towards his mother and had attacked her himself. He was assessed as posing a risk to women and had exhibited aggressive behaviour to female custodial staff. He wanted to return home to live but was unable to do so because of the threat he posed to his mother. Children’s social care services did not attend planning meetings and accommodation was not found until very late, without consultation with Kevin. There was no work carried out with him about his relationship with her.

Kevin did not stay at the placement. He went to stay at his mother’s home, leaving her at risk of violence from him. There were a number of concerning incidents towards his mother and other women. The police were eventually involved by Kevin’s mother. There was no evidence that children’s social care or the YOT had taken any steps to protect her.

Structural/organisational barriers

- 3.33. There are a number of structural barriers to early preparation for release.
- 3.34. The distance that children were located from home varied considerably – the furthest was 274 miles and the nearest was 18 miles. One-third were over 50 miles from home. On release, most children were planning to return to their home area. Searching and applying for jobs, college courses, training opportunities is generally carried out online today. Where that is not possible, children are at a serious disadvantage. (*Recommendations 5, 9, 17, 19, 21, 22, 23, 25*)

Good practice example: Use of RoTL

Rainsbrook STC had used mobility to enable children to gain their CSCS card. (This card is required to allow people to apply for construction jobs.)

- 3.35. Too many parents/carers could not visit due to the distances involved, making it difficult for them to continue to be involved in the lives of their children or take part in sentence planning. The emotional impact of this was something that we did not see fully considered by either custodial or YOT staff. (*Recommendations 5, 10, 17, 19, 23, 25*)
- 3.36. A small number of children needed to claim benefits on release, generally those who were living independently. There was no process to enable them to do this in advance of release and therefore there were periods where they had no money. (*Recommendations 6, 9, 17*)

Quote: Difficulty in accessing financial support on release

“Historically, we’ve found that job centres and prison[s] don’t link. If we know there’s someone coming out, we have an interview for them as soon as they come out. She didn’t get her money straight away because they sent paperwork to the wrong departments. It would be a lot better if it was in place while she was inside.” (Re-engagement worker)

- 3.37. There were a small number of children in the cases we inspected who had been recalled. Because of the structure of the DTO, some of those children were finally released without any form of supervision in the community. Given that they were likely to be the ones who needed the most help, it was not conducive to reducing reoffending that there was no supervision period. (*Recommendation 3*)

Practice example: Release without any form of supervision

Mark was recalled up to the end of his sentence and therefore had no statutory supervision. He was 14 years old when he was sentenced to a six month DTO for robbery.

There was little planning for his release, ostensibly because he had reached the end of his sentence. He was released a day early because of a miscalculation by the custodial institution. A prevention worker was allocated a week after he was released.

Shortly after release, his mother fled domestic violence (from his father) and went into a refuge, the address unknown to him, leaving him homeless. The following week he started to go missing. It transpired that he was hiding from drug dealers from whom he had stolen money prior to custody. He eventually disappeared to London and at the date of the inspection his whereabouts were unknown, although he had been sighted in his home town.

Conclusion

- 3.38. For over half of the children we saw, the resettlement work had not been effective or successful.
- 3.39. In many cases, the planning was process driven, took little account of individual need and did not involve the child or their parents/carers. Case workers and case managers did not always understand their roles or the purpose of sentence planning. Planning for resettlement did not start early enough and services were not in place on release.
- 3.40. The experience for many children was that interventions in custody were not part of a coherent, seamless sentence that moved them towards goals they understood and were signed up to. Interventions in the community were not in place early enough or did not take account of, and build on, work done in custody. Information sharing and joint working was patchy both within custody and between custody and community.
- 3.41. Too often, children did not receive a service where the trauma of separation and the impact of release was taken into account. There was no preparation to cope with the transition back to the community and the challenges that they would face. Children told us that when things went wrong, they did not always feel able to deal with what was happening and reverted to previous behaviour, including offending.
- 3.42. There were a number of cases where the converse was true. Case workers, case managers and partner agencies worked closely together, involved the child and the parents/carers, maintained contact during custody, ensured services were in place on release, and provided sustained and flexible support during the community phase. In those cases, we judged that the child had a better opportunity of successfully reintegrating back into the community.
- 3.43. In our view, for more children to successfully resettle, the work throughout the sentence needs to change from being the completion of a set of processes focused primarily on detention, to an individually tailored response to each child's resettlement needs and risks.

**Facilitators
and obstacles
to successful
resettlement
outcomes -
strategic**

4

4. Facilitators and obstacles to successful resettlement outcomes - strategic

Summary

This chapter outlines the strategic position with regard to resettlement work.

Key facts

- The Government's policy, *Transforming Youth Custody* includes reforms to resettlement work.
- NOMS has established a distinct management function for the oversight of the five YOIs with a brief to effect cultural change.
- YOT management boards do not have specific information on the needs or outcomes of those in custody or released from custody.
- There is promising practice locally by individual YOTs.

National

- 4.1. There are a number of agencies and departments responsible for resettlement policy and strategy. The various responsibilities fall to the MoJ, the YJB, NOMS, the DfE, individual secure institutions, local authorities, health services and YOTs. No one individual, organisation or agency is ultimately accountable for the improvement of resettlement outcomes, in particular, the reduction in the high level of reoffending of children leaving custody. (*Recommendation 1*)
- 4.2. There have been several initiatives over the last decade aimed at improving the resettlement of children following custodial sentences. These have included Integrated Resettlement Support services, Resettlement and Aftercare Provision projects and Resettlement Consortia.
- 4.3. The Government launched *Transforming Youth Custody* in January 2014 which, among other things, contains new plans to improve resettlement services. They include the overhauling of sentence planning and casework processes in custody; a renewed focus on education in custody; forming partnerships between YOTs and education providers, local authorities and employers and a better use of RoTL. A further roll-out of resettlement consortia (regional arrangements intended to bring together local services and the custodial institutions) will take place to facilitate more joined-up work. The success of these consortia will be evaluated. The YJB is leading on the project to implement these changes in the YOIs through NOMS, in the STCs and in the community through YOTs. (*Recommendations 7, 8, 14, 15*)
- 4.4. The Government acknowledges in *Transforming Youth Custody* that securing suitable accommodation sufficiently far in advance of release is crucial to effective resettlement and is undertaking work to 'overcome the obstacles preventing children having a safe, appropriate place to stay on their release'. (*Recommendations 2, 14, 15*)
- 4.5. NOMS has established a distinct management function for the oversight of the five YOIs. Beyond the practical organisational changes, *Transforming Youth Custody* sets out plans to change the culture of YOIs, and NOMS will take forward this agenda. This will include ensuring that custodial staff have the right skills for the job through revised recruitment procedures and improved training. (*Recommendations 8, 14, 15*)
- 4.6. In health services, the Comprehensive Health Assessment Tool has been introduced into the custodial estate. This tool is intended to replace the various physical/mental health and substance

misuse assessment tools to holistically assess health needs. Although the roll-out began with YOIs and is now underway with STCs, it is envisaged that the community will also become involved with the process. Eventually the assessment will start in the community, follow the child into custody and back out again into the community, being updated at each stage. (*Recommendations 8, 30*)

Local

- 4.7. The *specific* needs of children coming out of custody had not been formally considered by most of the YOT management boards involved in the inspection. As far as we could ascertain, there had been no needs analyses carried out anywhere for this group of children. A number of board chairs told us that they had done 'deep dives' into custody data in an attempt to reduce children going into custody or reduce remands (which is to be applauded) but none had done any into resettlement data. (*Recommendations 13, 23, 28*)
- 4.8. With some notable exceptions, children's social care services were not fully engaged in the resettlement of children, sometimes not even fulfilling their statutory duties. We saw a small number of cases that had been closed by children's social care services upon sentencing. This did not seem to have been noted or discussed by management boards. (*Recommendations 7, 23, 28*)
- 4.9. Similarly, the difficulties and specific ETE needs of those leaving custody, for example, the issue of delayed college starts, had not been recognised or tackled. (*Recommendations 20, 23, 24, 28*)
- 4.10. YOT management boards were generally receiving data on the Youth Justice National Indicators which were often supplemented by local information. In some places, with the exception of reoffending, there was a lack of meaningful data to enable the board to properly monitor outcomes or the contributory factors for children leaving custody. Some YOTs in England have continued to voluntarily measure the percentage of children in suitable accommodation, while this continues to be an agreed measure for YOTs in Wales. Chairs reported that this figure was overwhelmingly positive, with regular percentages in the high 90s. It was clear, however, that this indicator had not been 'unpacked'. Few of those we interviewed were able to explain the definition of 'suitable' or the period that it needed to be sustained. (*Recommendations 13, 23, 28*)
- 4.11. All acknowledged that suitable accommodation was an issue for the youth justice population however, and a number of local authorities had looked at ways to tackle this. A small number of management boards had a senior representative from the local housing department and reported that this had aided problem solving. *Transforming Youth Custody* recognises that *'there is a need to put robust mechanisms in place to hold local partners to account'*. (*Recommendations 2, 7, 20, 23, 24*)

Quote: Lack of suitable accommodation

"It's been a long time since social care could influence housing. Dad sleeping on a sofa would not now be considered a housing need, even if it does help relationships and so reduce offending." (Chair of a YOT management board)

- 4.12. In the areas with YOIs and/or STCs in the vicinity, some strategic links had been established and there was evidence that this had contributed to improvements in information sharing. We saw some examples of innovative and promising schemes and projects, but they had not yet been evaluated. (*Recommendations 14, 15, 16, 23*)

Conclusion

- 4.13. It is disappointing that, after a decade of initiatives, resettlement work shows little improvement in outcomes for many children despite the contributory factors being well known.
- 4.14. There is currently a focus by the Government on effective resettlement. Plans are in place to significantly improve services. This is welcome. Improvement to the provision of *suitable* accommodation, education and health services on release, and the support to maintain them, remains key.
- 4.15. Locally, some YOTs have shown imagination and commitment to resettlement work. Management boards need to analyse the specific needs and outcomes of children leaving custody, design solutions, hold *all* partners to account and support YOTs in the work that is done with them. Regular scrutiny of useful data and evaluation of contributory factors, including new projects, needs to be established.

Good practice example: Coventry Youth Justice Plan 2014-15

The priorities in this plan included:

- sharing full ETE information with custodial establishments
- a commitment to reviewing the timely sharing of ETE and health information between community and custody
- reducing the reoffending rates of those exiting custody.

In pursuit of the latter, the plan contained an action to carry out an analysis of the needs of the resettlement cohort from the previous year and the services provided to them.

Other initiatives

The YOS had access to the Supported Accommodation and Floating Support services for vulnerable 16-24 year olds. Referrals for accommodation on release were made on sentencing.

An Information Sharing Procedure and Working Process had been agreed between Coventry YOS, Compass (the substance misuse service), Werrington YOI and Rainsbrook STC to improve the flow of information and to attempt a more seamless substance misuse service.

Promising practice example: Essex Youth Justice Reunification Project

This project aims to provide reunification support to children leaving custody and their families. It targets children who are in custody or about to be released. The team supports the whole family to promote positive relationships. It provides interventions in the family home including evening and weekends where appropriate. The workers attend the DTO planning meetings and visit the child on a monthly basis. The project works closely with the Youth Justice Service to improve long term outcomes and to prevent a return to custody.

Promising practice example: Kent YOT Integrated Resettlement Support

The support offered by this service is voluntary and is available to all children leaving custody irrespective of their period of supervision. It offers intensive support from the beginning of the sentence. Workers carry out additional visits to children in custody to build relationships and support them through transition and into the community. It is available for up to six months after supervision has finished. The support includes accompanying children to appointments (such as the job centre, college, accommodation providers), help with opening bank accounts, constructive leisure activities and family support.

Appendices

Appendix 1: Scope and methodology

The purpose of the inspection was to assess the effectiveness of resettlement work by YOTs, both in the community and through the work of YOIs and STCs.

The criteria for the inspection are at www.justiceinspectorates.gov.uk/hmiprobation.

Pilot inspections in Bradford YOT and HMYOI Wetherby were undertaken to test out the methodology in April 2014.

Inspection fieldwork took place at HMYOIs Werrington and Cookham Wood, and Medway, Rainsbrook and Hassockfields STCs and was completed between April and May 2014.

Follow up inspection visits were carried out in July and August 2014 at the following YOTs: Birmingham, Brent, Bromley, Cheshire East, Coventry, Croydon, Essex, Greenwich, Hammersmith & Fulham, Haringey, Havering, Hertfordshire, Kent, Northampton, North East Lincolnshire, Sandwell, Southampton, Southend, Staffordshire, Thurrock, Walsall and West Mercia.

In the custodial phase we inspected the cases of 22 boys (in the YOIs) and 9 girls (in the STCs). Inspectors from CQC inspected the mental/physical health and substance misuse aspects of the cases. Ofsted (Social Care/ Further Education and Skills) inspected the safeguarding and education, training and employment aspects. We interviewed 15 boys and 7 girls.

We were able to follow up the cases of 21 boys and 8 girls in the community. CQC, Ofsted (Social Care/ Further Education and Skills) inspected cases where we had identified specific issues while the children were in custody. We interviewed 10 boys, 4 girls and 8 parents/carers.

We interviewed case workers, health, substance misuse and education staff in custody and case managers, social workers and other key staff involved with the child in the community. We also interviewed operational and strategic managers in the YOIs, STCs and YOTs and the Chairs of YOT management boards.

Our thanks go to HMI Prisons and HMI Constabulary who, while not directly participating, did offer help in identifying institutions to visit and issues to explore.

N.B. No children supervised by Welsh YOTs were released from the inspected custodial institutions during the relevant period and therefore Welsh YOTs were not included in this inspection. However, many of the messages here will be equally relevant to children in Wales, with the additional factors of Welsh Language and culture to consider.

Appendix 2: Findings tables

Assessment

An assessment has been made by the YOT of the child's:	Yes	No
needs	90%	10%
risk of harm to others	77%	23%
vulnerabilities	77%	23%
The assessment:		
was carried out prior to sentence	97%	3%
up to date	77%	23%
used all relevant sources of information	65%	35%
The assessment used all relevant sources of information:		
ETE	70%	30%
physical health	36%	64%
mental health	64%	36%
substance misuse	61%	39%
social care	72%	28%
The assessment was accurate and of good quality.	40%	60%
Where the assessment was judged insufficient this was due to:		
missing information	43%	57%
no analysis of the information	26%	74%
risk of harm to others assessment was insufficient	32%	68%
appears to be cloned	14%	86%
vulnerability screening was insufficient	52%	48%
The assessment fully considers <u>resettlement</u> :		
needs	13%	87%
risk of harm to others	17%	83%
vulnerabilities	17%	83%

Work in Custody

Information has been shared promptly:	Yes	No
by YOT staff with the institution	54%	46%
by institution staff with the YOT	80%	20%
by other agencies	56%	44%
Where appropriate, parents/carers have been kept informed of events whilst in custody by custodial staff?	68%	32%
Work to address offending behaviour:		
is undertaken by the institution	73%	27%
is undertaken by the YOT	7%	93%
is of good quality	68%	32%

Planning for Resettlement

	Yes	No
The initial planning meeting took place within approximately 10 days of sentence.	70%	30%
Initial planning was informed by:		
the YOT assessment (Asset)	55%	45%
social care assessment	10%	90%
further assessments carried out by the institution	41%	59%
Planning for resettlement needs <i>in custody</i> was commenced at the initial planning meeting:		
Offending behaviour	65%	35%
Accommodation	55%	45%
ETE	61%	39%
Mental health	57%	43%
Physical health	36%	64%
Substance misuse	61%	39%
Planning for resettlement needs <i>on release</i> was commenced at the initial planning meeting:		
Offending behaviour	39%	61%
Accommodation	61%	39%
ETE	35%	65%
Mental health	30%	70%
Physical health	0%	100%
Substance misuse	26%	74%
The meeting was attended by all relevant agencies:		
attended by external ETE	11%	89%
attended by internal ETE	33%	67%
attended by relevant external health agencies	0%	100%
attended by relevant internal health agencies	24%	76%
attended by external substance misuse agencies	4%	96%
attended by internal substance misuse agencies	14%	86%
attended by YOI/STC personal officer	52%	48%
attended by children's social care services	56%	44%
attended by accommodation providers	0%	100%
In the plan, existing positive factors were:		
identified in the assessment	72%	28%
included in planning	30%	70%
Where appropriate, there was exploration of new constructive leisure activities to be provided on release.	7%	93%
The initial planning meeting was attended by the parents/carers of the child.	32%	68%
The role of parents/carers on release was included in the planning.	41%	59%
The child was fully prepared to participate in the planning by YOI/STC staff.	54%	46%
Written plans detailed steps to be taken to:		
start arrangements for accommodation on release	23%	77%
start arrangements for ETE on release	17%	83%
start arrangements for mental health on release	10%	90%
start arrangements for physical health on release	0%	100%
start arrangements for substance misuse on release	4%	96%
ROTL is fully considered at initial planning stage.	19%	81%
The use of ROTL is included in the initial plan.	0%	100%

Release Community

Accommodation is:	Yes	No
available at point of release	100%	0%
suitable	74%	26%
appropriate to the needs of the child or young person	70%	30%
External agencies receive information promptly on work done in custody and the progress achieved:		
Offending behaviour (YOT)	54%	46%
ETE	52%	48%
substance misuse	63%	38%
mental health	63%	38%
Provision of services commence within a reasonable time frame:		
ETE	39%	61%
substance misuse (at the point of release)	48%	52%
mental health (at the point of release)	13%	87%
children's social services	74%	26%
The quality of services delivered was sufficient:		
ETE	43%	57%
mental health	19%	81%
substance misuse	48%	52%
accommodation	55%	45%
support to the child or young person	67%	33%
support to parents/carers	74%	26%
to manage risk of harm	42%	58%
Meaningful contact is made with the child by the YOT on the day of release.	100%	0%
There is active and meaningful engagement by the YOT:		
with the child or young person	79%	21%
parents/carers	83%	17%
children's social care services	72%	28%
Constructive activities are available and engagement in them is supported.	36%	64%
Enforcement action is taken promptly.	100%	0%
Active efforts to re-engage are made by the YOT.	94%	6%
The level of supervision delivered is appropriate to supervise effectively.	78%	22%
The quality of supervision delivered is:		
appropriate to supervise effectively	65%	35%
appropriate to engage effectively	64%	36%
Work in the community builds on that started in custody:		
YOT	32%	68%
ETE	40%	60%
substance misuse	43%	57%
mental health	19%	81%
children's social care services	63%	38%
Exit strategies are actively considered and planned for by:		
YOT	52%	48%
ETE	37%	63%
substance misuse	50%	50%
mental health	30%	70%
Did all agencies work effectively together to deliver joined up resettlement services?	32%	68%
Was the child engaged in their resettlement and enabled to look forward positively to facilitate desistance?	54%	46%

*All figures are rounded to no decimal places. Where a total exceeds 100%, this is due to figures being rounded up.

Preparation for Release

	Yes	No
Did the child go out on ROTL?	8%	92%
The child knows where they will live at an appropriate time in advance of release.	55%	45%
Parents/carers attended final pre-release meeting.	24%	76%
Did the child participate fully in the planning for release?	58%	42%

Outcomes

Since release there have been:	Yes	No
arrests	46%	54%
charges	21%	79%
convictions	10%	90%
a return to custody	17%	83%
Accommodation has been successfully maintained.	62%	38%
ETE Activities have been successfully maintained.	28%	72%
Improvements have been seen in the child's:		
mental/emotional health	32%	68%
substance misuse	45%	55%
The child has begun to take responsibility for engagement.	54%	46%
The child has complied with supervision:		
completely	26%	-
partially	67%	-
not at all	-	7%
The child has successfully settled back into their community.	55%	45%
Has there been progress for the child in:		
ETE?	37%	63%
mental health?	28%	72%
substance misuse?	41%	59%
accommodation?	52%	48%
relationship with parents/carers?	50%	50%
Has risk of harm been successfully managed?	48%	52%

Governance

The involvement of the YOT case manager was:	Yes	No
active and involved	73%	N/A
shares information but little else	15%	N/A
not involved enough or at all	12%	N/A
Has the YOT committed enough resources to the resettlement of this child or young person?	69%	31%
Overall was the resettlement work successful?	44%	56%

Appendix 3: References

1. Ministry of Justice (January 2014) Transforming Youth Custody
2. Dr Tim Bateman, Professor Neal Hazel and Dr Sam Wright (2013) Beyond Youth Custody Resettlement of children leaving custody: lessons from the literature
3. Department for Education (March 2013) Working Together to Safeguard Children 2013. A guide to inter-agency working to safeguard and promote the welfare of children
4. YJB (2013) Case Management Guidance
5. YJB (2013) National Standards for Youth Justice Services
6. NOMS (2012) Prison Service Instruction 08/2012 Care and Management of Children
7. NOMS (2012) Prison Service Instruction 14/2012 Implementation of the Service Specification for "Manage the Sentence: Pre and Post Release from Custody"
8. NOMS (2005) Prison Service Order 6300 Release on Temporary Licence
9. NOMS (2012) Prison Service Instruction 21/2012 ROTL – Amendments to PSO 6300
10. NOMS (2012) Prison Service Instruction 37/2012 Supervision of Young Offenders

Appendix 4: Role of the inspectorate and code of practice

HMI Probation

Information on the Role of HMI Probation and Code of Practice can be found on our website:

www.justiceinspectorates.gov.uk/hmiprobation

The Inspectorate is a public body. Anyone wishing to comment on an inspection, a report or any other matter falling within its remit should write to:

HM Chief Inspector of Probation
1st Floor, Manchester Civil Justice Centre
1 Bridge Street West
Manchester, M3 3FX

Care Quality Commission

Information on the Role of the Care Quality Commission and Code of Practice can be found on their website:

www.cqc.org.uk

The Commission is a public body. Anyone wishing to comment on an inspection, a report or any other matter falling within its remit should write to:

CQC National Customer Service Centre
Citygate
Gallowgate
Newcastle upon Tyne
NE1 4PA

Ofsted

Information on the Role of Ofsted and Code of Practice can be found on their website:

www.ofsted.gov.uk

The Inspectorate is a public body. Anyone wishing to comment on an inspection, a report or any other matter falling within its remit should write to:

HM Chief Inspector of Standards in Education, Children's Services and Skills
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